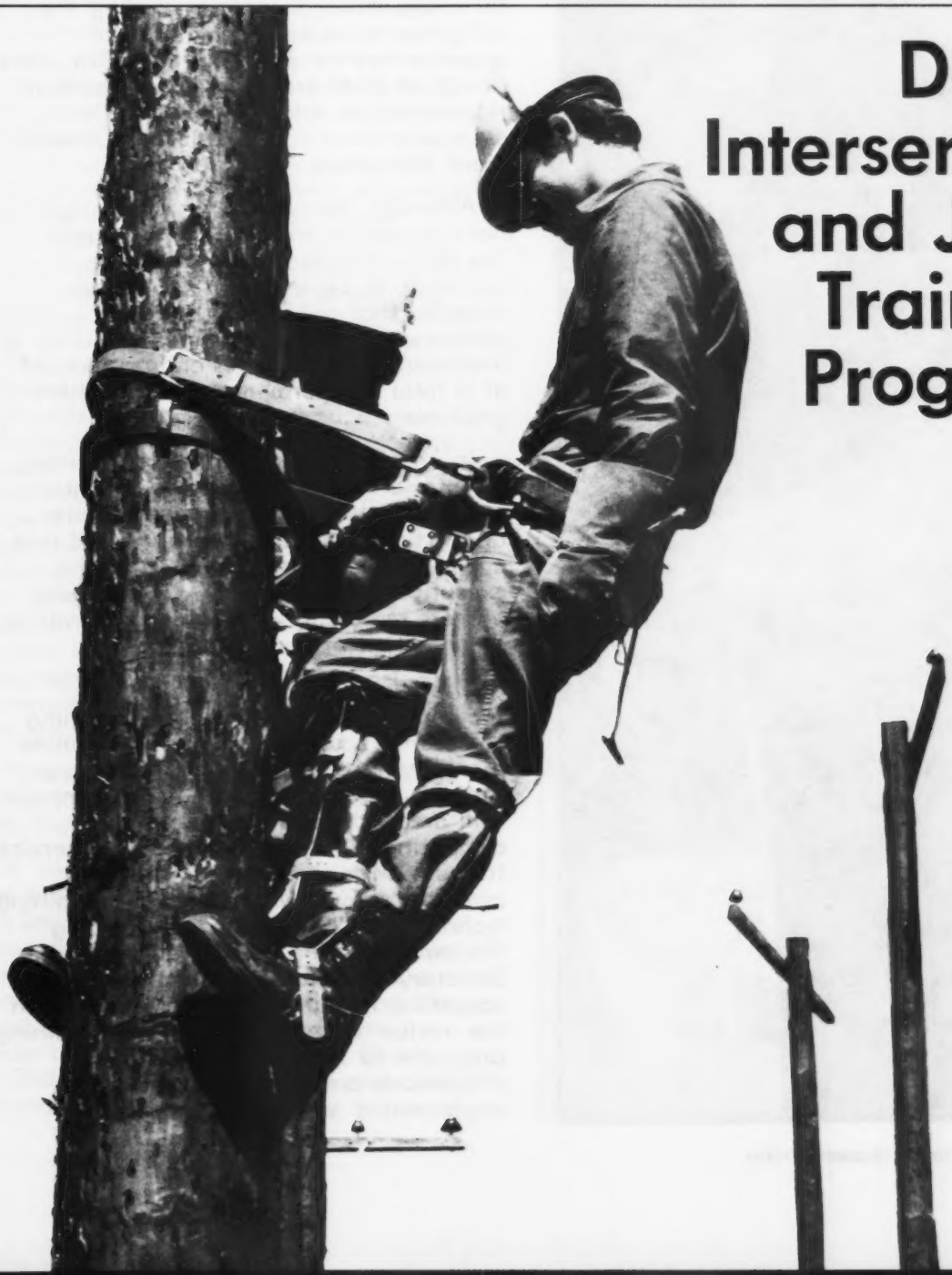
COMMANDERS DIGEST

VOL. 15, NO. 26/JUNE 27, 1974



DoD's Interservice and Joint Training Program

Responsibility for coordinating and integrating training policies and programs within the Department of Defense rests with the Assistant Secretary of Defense (Manpower and Reserve Affairs). The Secretaries of the Military Departments have overall management responsibility for education and training in their respective Services, including the obligation to make optimum use of opportunities for joint training. The Joint Chiefs of Staff are charged with certain responsibilities relating to joint schools, especially those in Professional Development Education.

Although interservice training programs have existed for many years, the extent has been considerably less than the potential. A September 1972 survey revealed that only 68,000 military personnel were being trained annually in interservice/joint schools and courses out of a total of approximately 1.5 million graduates.

In an effort to stimulate joint training, an Interservice Training Review Program was established. The program operates under the direction of a review board that approves the recommendations of the executive committee of flag and general officers representing the principal training organization of each Service.

The Executive Committee and its sub-committees screen existing training courses for possible duplication, examine the potential for developing interservice training courses or programs in common skill areas, develop procedures for computing the cost benefits of interservice training arrangements, and promote increased interservice exchange of training technology. The Interservice Training Review Board and the Deputy Assistant Secretary of Defense (Education) cooperate to put continued emphasis on the review of existing and new training programs to insure that training efficiencies are recognized and implemented wherever practicable.

The new interservice training program means

OPTIMUM USE AT MINIMUM COST

The main thrust of the Interservice Training Review Program during its first year was directed toward the consolidation of low-density courses (courses with comparatively few students). This involved a review of 1,171 courses and resulted in consolidation of 37 courses into 18 interservice courses. More significantly, the experience gained during this review resulted in the initiation of a program to develop new training systems that satisfy the Services' common and unique performance requirements by occupational subgroups. A trial application of this concept to the construction equipment operator and law enforcement subgroups confirms a potential for significant improvement in training at reduced cost. The review program has also established procedures for the exchange of training technology.

The program for the second year is directed toward consolidation of high-density courses and occupational subgroups. Three thousand high-density courses will be examined for possible immediate consolidation. The Instructional Systems Development approach in the construction equipment and law enforcement subgroups has been extended into automotive maintenance, data processing and electronic principles. Annual training in those five occupational subgroups exceeds 92,000 personnel, and numerous opportunities for interservicing are anticipated.

Types of training are characterized as either joint or interservice in accordance with the following definitions.

A joint school or course is defined as one which is utilized by two or more of the Services and which has a faculty composed of members of two or more Services. The position of director of a joint school usually rotates among the Services; the director is responsible, under the direction of the Joint Chiefs of Staff, for the development and administration of the curriculum.

MEMORANDUM FOR SECRETARIES OF THE MILITARY DEPARTMENTS

SUBJECT: Interservice Training Review Program

Your efforts in the Interservice Training Review Program and your projection for FY 1974 and 1975 have been reviewed with interest. These kinds of actions reflect the initiatives that are of sufficient importance to brief the Chairmen of the Senate and House Armed Services Committees and the Senate and House Appropriations Committees on a recurring basis. I have, therefore, included it in my management improvement actions and assigned responsibility to the Assistant Secretary of Defense (M&RA).

Although the program is relatively young, you have built the foundation that will guide the expansion into such areas as flight training, medical training, and professional training.

Your future actions will be followed with much interest.

JAMES R. SCHLESINGER
Secretary of Defense

The Interservice Training Review Program is a laudable effort on the part of the Military Services to provide required training for fewer dollars without any sacrifice of quality. Although the consolidation of courses is the most visible result of this program, the exchange of training technology and the cooperative efforts for test and evaluation are of significant importance. We shall continue to encourage the expansion of this concept in all appropriate training areas.

DR. M. RICHARD ROSE
Deputy Assistant Secretary of Defense (Education)

Technical training in the Military Services has traditionally provided this country with a national resource of incomparable value—it is entirely appropriate that we in the military consolidate efforts to improve training programs wherever it is feasible to do so.

Inter-service cooperation in training responsibilities within the Department of Defense indicates a continuing awareness of good management, mutual interdependence, and a sense of shared goals and objectives. Progress made so far demonstrates the extent to which military members of all Services can work together to achieve common aims that are geared to the overall benefit of the Department of Defense and the Nation in general.

We must continue to seek ways to consolidate and share DoD training resources—the Interservice Training Review Program is a practical approach to saving the taxpayers' money.

We must not fall victim to parochial interests that shorten our foresight and lessen the potential impact of our concerted efforts. The challenges ahead will be measured not merely in terms of individual service commitments, but in the larger context of the overall national interest.

LT. GEN. WILLIAM V. McBRIDE, USAF
Commander, Air Training Command

An interservice school or course is defined as one which is administered by a single Service or agency but which instructs students from two or more Services in a curriculum developed cooperatively by the participating Services. The faculty may include members from other than the sponsoring Service. The objective is the same—to provide quality training at less cost—and hereafter it will be called joint training.

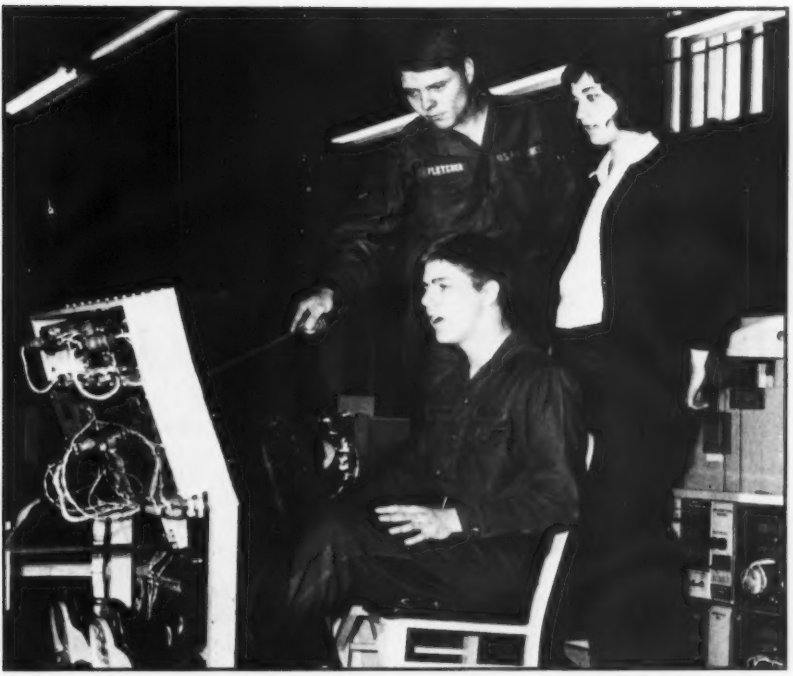
There are two major possible benefits to be derived from the use of joint training:

- It may be less expensive to conduct a single course or school than to teach duplicative courses in two or more Services.
- Of particular benefit, especially in officer education and training, is the fact that participation in joint training broadens the outlook of the students, counters tendencies toward Service parochialism, and lays the groundwork for future cooperation among the Services.

ADVANTAGES AND LIMITATIONS

Significant savings in faculties, staffs and support establishments, and operating costs may be realized by reducing the total number of training activities and combining them into fewer and larger organizations.

Another advantage of consolidation is better utilization of equipment and systems required to support courses of instruction. Some of the best and most modern educational innovations represent large investments; these are often more readily amortized if they are utilized by more than one Service. Consolidation of training facilities can also help to cope with the problem of fluctuating student inputs and the consequent over-or-under utilization of faculty and facilities, since the students can be drawn from a bigger pool. A further advantage of joint training is the stimulation of new training ideas and methods.



Air Force Airman Michael L. Fletcher (top) points out special areas in a pneudraulic system panel of a C-141 flight control trainer to Army Private David D. Bullard and Air Force Airman Cynthia Young at the Chanute Air Force Base Training Center, Illinois. The multi-service French horn section plays during a performance at the Navy's School of Music, Norfolk, Virginia.

Joint training has its limitations. DoD has determined that each Service should provide the first level of training to its own new members in order to orient them and motivate them to the roles and missions of that Service and to inculcate in them the Service's standards, customs and traditions. This is accomplished in recruit training and officer acquisition training.

At this time, joint training is limited to specialized skill training, flight training and professional development education. Some limitations are size of facilities, excessive travel costs, diversity of equipment used by the Services and possibility that joint training centers would not be sufficiently flexible to meet Service needs in the event of mobilization.

Determining factors for joint training are that it should not require a major capital investment in either facilities or equipment and that the course should be a minimum of 75 percent common in training tasks. Each Service normally provides instructor support for its share of the training requirements.

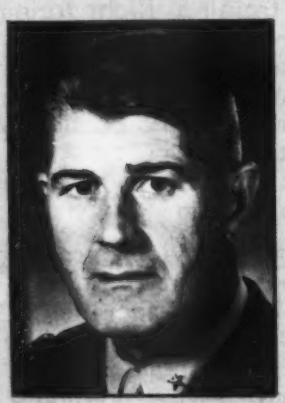
JOINT TRAINING IN FY 1975

The following table shows the number of joint and interservice courses planned for FY 1975. The table does not include the senior and intermediate professional schools, all of which are either interservice or joint, or the Naval Postgraduate School or the Air Force Institute of Technology, both of which are interservice.

Number of Joint and Interservice Courses FY 1975

Training Category	Army	Navy	USMC	USAF	Total
Specialized Skill Training	255	246	9	340	850
Flight Training	3	9	—	2	14
Professional Development Education	1	2	2	25	30
Totals	259	257	11	367	894

Coast Guard Aviation Mechanic Second Class Samuel W. Bostick (right) adjusts the ramp control system of a CH-3 helicopter under the watchful eye of Air Force Staff Sergeant Richard B. Kovaleski at Sheppard Air Force Base, Texas. At center, two Air Force airmen and an Army private review an inspection and maintenance problem at Chanute Air Force Base, Illinois. Two Women in the Air Force (WAF) discuss a training panel at the Naval Technical Training Center, Corry Station, Pensacola, Florida.



Interservice training has been in existence for some years; however, the establishment of the Interservice Training Review (ITR) has formalized this procedure and provided positive guidance. Although the program is still young, the Marine Corps recognizes its potential and fully supports the initiatives of the ITR. It is readily apparent that there is improved cost-effectiveness of training through the cooperative efforts of the various Services.

BRIG. GEN. M. C. ASHLEY, USMC
Director, Training and Education

Interservice training offers improved efficiency and economy by eliminating duplication and by reducing dependence of a Service upon its own resources alone. The possibilites of sharing training technology are increased. On the battlefield the Services have been brought into closer and closer cooperation. Today, joint Army-Navy-Air Force-Marine combat operations are normal. The same cooperation must be extended to the training ground and service school. In the Army we have complete confidence in entrusting the training of soldiers to other Services. Where training can be provided more effectively and economically by interservice training, the Army will send its soldiers, confident that Army training requirements will be met.

GEN. W. E. DEPUY, USA
Commanding General, Training and Doctrine Command

Last year the Congress commented favorably on the Interservice Training Review Board (ITRB) and suggested efforts toward consolidation be increased. The first year of the program has necessarily proceeded slowly so that a firm foundation upon which to structure further joint training endeavors could be developed. An initial Joint Services Curricula Review resulted in a program to develop new training curricula which will satisfy common and unique performance requirements by occupational subgroups.

However, the Interservice Training Review Program is expanding and has gained high visibility as exemplified by the November 1973 GAO Report on Increased Opportunities for Interservice Use of Training Programs and Resources. The Services are now investigating the feasibility and cost effectiveness of consolidating training assets in occupational areas such as law enforcement, construction equipment operator, automotive maintenance, data systems, and basic electricity/electronics areas. Annual training in these five areas exceeds 92,000 personnel. We are determined to build on the experience gained, intensify joint actions, and accelerate course consolidations. It is necessary, however, that specific or special mission-related training which is directed toward—and required by—the individual Services should be examined very carefully before it becomes a candidate for consolidation under interservice training.

In short, there is a sharp distinction between professionalism and parochialism. We must not be parochial but at the same time it is incumbent upon all of us to be sure that the professional aspects of Service missions are fully appreciated and considered.

VADM MALCOLM W. CAGLE, USN
Chief of Naval Education and Training

There is no joint training in recruit training and only a very small amount (a Marine Corps load of 45 in the Naval Academy Preparatory School) in officer acquisition training, for reasons explained above. The following series of tables shows joint training loads for FY 1975 for each component for the other three categories of training, compared with the total loads for that component and category for FY 1975. The joint training loads are the loads trained outside the parent Service (by another Service or in a joint school).

Joint Training, Specialized Skill Training FY 1975

Service/Component	Joint Training Loads	Total Training Loads	Joint Training as % of Total Training
Army, Active	772	54,575	1%
Army Reserve	106	3,623	3%
Army National Guard	45	7,025	*
Navy, Active	554	40,674	1%
Naval Reserve	—	1,702	—
USMC, Active	2,919	9,347	31%
USMC Reserve	398	1,239	32%
Air Force, Active	1,409	27,515	5%
Air Force Reserve	10	1,264	1%
Air National Guard	—	473	—
DoD, Active	6,532	132,111	5%
DoD, Reserve Components	559	15,326	4%
DoD Total	7,091	147,437	5%

* Less than 0.5 percent.

As shown, the Marine Corps makes the greatest use of joint training in this category, particularly through training performed for it by the Navy. Overall, about five percent of all DoD specialized skill training is conducted outside the parent Service.

The top table on page 8 shows joint flight training in FY 1975. Only active Service loads are shown since reserve component participation in flight training is small with negligible joint training.

Marine Master Sergeant Merlyn E. Chesney supervises a problem in imagery interpretation with, from left, Air Force Airman First Class Carol E. Jones, Navy Airman Ralph Hewling, Air Force Staff Sergeant Steven P. Irish, and Air Force Airman Johnny Benson. Airmen Jones, Hewling and Benson are students in the Imagery Interpretation Specialists Course at Lowry Air Force Base, Colorado.

By far the largest part of joint flight training is attributable to Navy's conduct of Marine Corps Undergraduate Pilot and Naval Flight Officer Training. Another significant factor, although small statistically, is Army's conduct of all Air Force Undergraduate Pilot Training for helicopter pilots, as well as helicopter conversion training.

An important portion of the joint training loads in this category is in the intermediate and senior professional military schools. (See bottom chart, this page). These two subcategories each include joint schools (Armed Forces Staff College, National War College, and Industrial College of the Armed Forces), and each of the included Service schools train members of other Services. This level of individual training and education contains the most notable examples of the "cross-fertilization" inherent in joint training—that is, the joint education of career officers which leads to inter-service understanding and operational coordination.

In summary, about three percent of all individual training and education conducted in DoD in FY 1975 will be joint training. Considering only specialized skill training, flight training and professional development education, in which practically all the joint training is conducted, about five percent of all training will be joint.

Joint Training, Flight Training, FY 1975

Service/Component	Joint Training Loads	Total Training Loads	Joint Training as % of Total Training
Army, Active	—	863	—
Navy, Active	—	1,761	—
USMC, Active	654	1,036	63%
Air Force, Active	40	3,459	1%
DoD, Active	694	7,119	10%

Joint Training, Professional Development Education, FY 1975

Service/Component	Joint Training Loads	Total Training Loads	Joint Training as % of Total Training
Army, Active	140	6,283	2%
Navy, Active	208	5,729	4%
USMC, Active	749	2,037	37%
Air Force, Active	211	6,305	3%
DoD, Active	1,308	20,354	6%

COMMANDERS DIGEST

Vol. 15, No. 26, June 27, 1974

A publication of the Department of Defense to provide official and professional information to commanders and key personnel on matters related to Defense policies, programs and interests, and to create better understanding and teamwork within the Department of Defense.

Published weekly by the American Forces Press Service, 1117 N. 19th St., Arlington, Va. 22209, a unified activity of the Office of Information for the Armed Forces, OASD (M&RA). Reproduction of content is authorized.

Telephone: (202) OXford 4-4912
Autovon 224-4912

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
Subscription Price: $12.55 domestic per year; $3.15 additional for foreign mailing; 30 cents per single copy.
☆ U.S. GOVERNMENT PRINTING OFFICE 541/439/Z-62